

INSPECTION REPORT

**ST. PATRICK'S RC COMPREHENSIVE
SCHOOL**

Baysdale Road, Thornaby, Stockton on Tees

LEA area: Stockton on Tees

Unique reference number: 111759

Headteacher: Mr. P. Benfield

Reporting inspector: Mr. R.B. Higgs
1608

Dates of inspection: 25th to 27th November 2002

Inspection number: 249164

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Comprehensive

School category: Voluntary Aided

Age range of pupils: 11 to 16 years

Gender of pupils: Mixed

School address: Baysdale Road,
Thornaby,
Stockton on Tees.

Postcode: TS17 9DE

Telephone number: 01642 613327

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. G. Coleman

Date of previous inspection: 6th March 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Patrick's RC Comprehensive is a popular, oversubscribed school for boys and girls aged 11 to 16 that largely serves the communities of Thornaby and Ingleby Barwick. It is a small school with 569 pupils on roll and an annual intake of four forms. Numbers have increased since the last inspection. The intake is drawn in the main from three local Catholic primary schools. There are almost equal numbers of boys and girls overall but many more girls than boys in the current Year 11. Though the percentage of pupils known to be eligible for free school meals (18%) is average, they come from a wide range of social backgrounds. The percentage of pupils identified as having special educational needs (SEN) is average (22%) and those with statements of SEN (1.2%) is below average. Almost all pupils are from white British backgrounds. There are only two pupils who speak English as an additional language. Attainment on entry is improving and currently is above average overall with a large proportion of high attaining pupils. The school is a member of the Thornaby Education Action Zone (a mini-EAZ) and receives additional funding from the Excellence in Cities (EiC) initiative.

HOW GOOD THE SCHOOL IS

St. Patrick's is a very good school. It is very effective in consistently achieving high standards at GCSE and in national tests at the end of Year 9. Very good leadership combined with good teaching throughout the school are key factors in its success. The school has established an excellent climate for learning in which pupils flourish. Their behaviour is excellent and they are very willing to learn. The school provides very good value for money.

What the school does well

- Standards in GCSE examinations are above average and pupils' achievement overall is very good.
- Standards in national tests at Key Stage 3 are above average and pupils' achievement is very good.
- The head teacher provides very good leadership and is well supported by senior managers and a motivated, committed staff.
- The aims and values promoted by the school are fully reflected in the behaviour, attitudes and personal development of the pupils.

What could be improved

- Results in French at GCSE.
- The range of teaching methods so pupils become more independent learners.
- Implementing the school's plans to introduce a computer-based system for monitoring and analysing information on pupils' standards and progress.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1995. The strengths of the school have been maintained and good progress made overall in resolving the key issues for action identified in that report. GCSE results have been sustained at above average levels and test results at the end of Year 9 have risen faster than the national trend. Pupils' achievement at GCSE has been sustained at well above that of similar schools. The proportion of good teaching has increased though the range of methods used to engage all pupils in different forms of learning still requires some further development. The school has better systems for planning improvement in the short and medium-term and monitors its work more effectively. There are now sound, whole-school procedures for assessing pupils' work though the introduction of a computer management information system would improve the monitoring of their progress and target setting.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 11 based on average point scores in GCSE examinations.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
GCSE examinations	B	A	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

GCSE results have been above or well above average in recent years compared to all schools nationally and well above or far above the attainment in schools with pupils from similar backgrounds. The overall attainment of boys is above average and of girls is well above average. These results represent very good achievement and good progress by pupils whose attainment was a little above average when they entered the school. Standards and records seen in the inspection show that pupils are on target to achieve similar results in 2003.

GCSE results in English, mathematics and science were above average in 2001 and broadly similar in 2002. Several other subjects in these years, each with large entry numbers, have reached or exceeded the national average at A*-C grades including art and design, geography and information and communication technology (ICT). Results in design technology (DT) are particularly strong, having been 20 percentage points better than average in both years. Only French, of subjects with a significant number of entries, stands out as having below average results, though there are signs of improvement due to new leadership of the department.

The combined results of the core subjects of English, mathematics and science in national tests at the end of Year 9 are consistently above average over time when compared with all schools and well above similar schools, representing very good achievement and progress. In individual subjects in 2002, overall results were well above average in English and average in mathematics and science. Pupils perform well at the higher levels and are above average at Level 6+ in all 3 of these core subjects (Level 5 is the expected level at the end of Year 9). From work examined and standards observed in lessons, pupils are on the whole working in line with or exceeding national expectations for their age and are making good progress overall, including those pupils with SEN.

The school fell a little short of reaching its aspirational targets for GCSE results in 2002 but exceeded them for English and science in Key Stage 3 national tests. The target setting process is becoming more firmly based on analysis of individual pupils' capability but acting on plans to introduce a computer management information system would increase efficiency and capacity for analysis and target setting.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are mature, responsible and keen to succeed. They work hard and persevere. They respect their teachers and value each other.
Behaviour, in and out of classrooms	Excellent. Behaviour in lessons and around the school is first class. Pupils have a high degree of self-discipline.
Personal development and relationships	Very good. A clear set of values and constructive relationships are at the heart of much that the school achieves.
Attendance	Very good. Well above average.

Pupils' attitudes and behaviour are a strength of the school and underpin the very good standards achieved in national tests and examinations.

TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 9	Years 10 – 11
Quality of teaching	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is good overall, almost equally so in both key stages. In the small sample of 39 lessons observed, a little under two-thirds was good or better and the remainder satisfactory. No unsatisfactory teaching was seen. This is an improvement on the previous inspection. Teaching is well matched to the requirements of the National Curriculum in Key Stage 3 and to examination expectations in Key Stage 4. Teaching seen in English was predominantly good, in mathematics good on balance and in science satisfactory. In DT, teaching was consistently good.

The common features of all teaching are very good relationships and clear expectations that pupils' will concentrate on their learning. Pupils are known well as individuals by all staff. As a result, lessons start promptly and pupils invariably work hard throughout the whole period, persevering when they encounter problems and completing tasks. Good lessons set a more demanding pace, offered more opportunities for pupils to actively participate and generated more interest. Within this overall positive picture there are some weaknesses that prevent learning from being as good as it could be. Some lessons are mundane, depend too much on textbook activities and do not provide enough variety for the range of pupils' learning needs. Pupils finish work but do not always think about it as deeply as they should to ensure good understanding. Where teaching methods were being used from the National Literacy and Numeracy Strategies, learning was more effective. However, the teaching of skills of literacy and numeracy has not spread consistently beyond the English and mathematics departments. Teachers are sensitive to the requirements of pupils with SEN and those who are well above average but do not always make appropriate planned provision for them. As a result, although pupils' learning is good overall it is not consistently so in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The curriculum is broad and balanced and meets statutory requirements. There are strengths in DT. Pupils are offered a good range of out-of-hours activities including residentials and an emphasis on community involvement contributes very positively to personal development.
Provision for pupils with special educational needs	Sound. New systems for planning, monitoring and support are being established which should improve provision further.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a strength of the school. Its aims and values are carried through into planned opportunities for spiritual, moral, social and cultural development as well as the nature of relationships and expectations between teachers and pupils, family and school
How well the school cares for its pupils	Very good. Pupils are well known as individuals to teachers who place great store on caring for their welfare and development. Pupils are happy, feel safe and greatly value the support they receive. Mentoring is adding to the quality of individual support but target setting and progress

	monitoring is restricted by lack of a computer information system.
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The school is a very orderly and caring community within which pupils can concentrate on learning. Parents are very supportive of the school and value the way it aims to develop mature attitudes and relationships.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides clear direction for the school and sustains a sharp focus on the school's mission statement. He is well supported by senior staff. There is a strong common purpose aided by good systems of communication in this small school.
How well the governors fulfil their responsibilities	Good. Governors know and support the school very well and have recently begun to develop more systematic systems to monitor and evaluate its work.
The school's evaluation of its performance	Good. There is a well-established cycle of review that uses a range of information. The lack of detailed forward planning for some whole-school initiatives such as literacy and numeracy however does not support rigorous evaluation of these identified improvements.
The strategic use of resources	Very good. The school uses the various funding streams effectively to improve the quality of the environment, resources and support for pupils. Principles of best value are applied well to monitoring the budget, keeping costs to a minimum, consulting with partners and comparing its performance with other schools.

Whilst there is very clear direction for the school, some priorities are not carried through into the detail of all departmental and whole-school planning to ensure that changes are implemented in a fully coherent way.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations for pupils to do their best. • The approachability of the school. • The leadership and management of the school. • How pupils are helped to become mature and responsible. • The good progress. • The good teaching. • The good behaviour. 	<ul style="list-style-type: none"> • A small proportion of parents want more information about how their child is getting on.

The number of parents' questionnaires returned was unusually high and almost all were very supportive of the school, expressing overwhelming satisfaction with the quality of education and standards achieved. Inspectors agree with these very positive views that parents have of the school. Reports meet statutory requirements but there is variation between teachers in the quality of comments made. Some

subjects provide considerable helpful detail about progress but some confine themselves to more general statements. Currently only Year 7 pupils have an interim report during the year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

GCSE results have been sustained at above or well above the national average representing very good achievement by pupils

1. GCSE results have been above or well above average compared with all schools nationally, based on the average points score per pupil in each of the last 5 years. (The average points score is calculated using A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2, G = 1). During the same period the percentage of pupils obtaining 5 or more A*-C grades has been mainly above or well above average. These comparative figures have fluctuated to some extent because the number of pupils in Year 11 is much smaller than most schools. The school has also been successful in maintaining a well above average percentage of pupils who gain 5 or more A*-G grades.
2. In the most recent GCSE examinations in 2002, 57% of pupils attained 5 or more A*-C grades compared with a national average of 51.2% for all schools. The average points score per pupil was 43.2 compared with 39.8 nationally. Boys' and girls' results were both above average. This represents an improvement in boys' attainment over recent years and a considerable narrowing of the gap with girls' attainment. These good standards are underpinned by above average results in the core subjects of English, mathematics and science. In most other subjects with large entry numbers, results are close to or above the national average. In recent years, results in art and design, geography and ICT come into this category. Results in DT are particularly strong, consistently being 20 percentage points above the national figures. Only in French are results well below those of other subjects.
3. Attainment at the highest grades of A* and A has been broadly average in each of the last two years though several subjects including art and design, DT and mathematics attain above this. The school is aware of this performance profile and is addressing the needs of the highest attaining pupils through a well co-ordinated 'gifted and talented' initiative though as yet the strategies being developed are not a consistent feature of all lessons.
4. A particularly strong feature of the school's performance at GCSE is that pupils achieve consistently well above average in all of these respects when compared with schools serving pupils of similar backgrounds. This comparison is with those schools having a broadly similar percentage of pupils known to be eligible for free school meals. However, when account is taken of their average points score in national tests at the age of 14, although pupils' progress was far ahead in comparison with similar schools in 2001 it was only broadly typical in 2002. These results continue to represent very good achievement overall and good progress by pupils who were mainly of average attainment when they joined the school. Nonetheless, the school is aware of the challenge to continue to maintain its record of above to well above average progress building on the improving standard of entry to the school in Year 7. New measures such as the introduction of mentoring, support for gifted and talented pupils and a stronger focus on developing more effective methods of teaching and learning are beginning to provide it with the capacity to respond. The lack of a central management information system held on computer restricts the efficiency with which pupil progress

is handled across subjects and restricts the range of data that individual departments have ready access to in order to set appropriate individual targets and keep a check on progress.

Results in Key Stage 3 national tests at the end of Year 9 are consistently above average and achievement overall is very good compared to similar schools

5. In 2002, the combined results of English, mathematics and science in national tests for 14 year olds based on the average points score per pupil were above average for the third year in succession and well above average in comparison with similar schools. These results represent very good achievement overall.
6. In individual subjects, there has been some variation in results over the same period. English results have been consistently well above average and mathematics and science have alternated between above and in line with the average. In 2002, the percentage of pupils reaching the expected standard at the age of 14 (Level 5 or above) was well above average in English, above average in science and average in mathematics. In each subject, the percentage attaining Level 6 or above was above average. Teacher assessments reported in almost all other subjects reflect this high attainment.
7. Since the previous inspection the trend in attainment at the end of Year 9 has been higher than the national trend. The school has successfully built on the improving profile of attainment of pupils joining the school in Year 7. There has been additional emphasis placed on preparing pupils for the national tests that has paid dividends. This provides an even stronger base for pupils transferring onto GCSE courses in Years 10 and 11.

The head teacher provides very good leadership and is well supported by governors, senior managers and a dedicated, motivated staff

8. The very good leadership qualities of the head teacher are key to the continuing success of the school. Over a considerable period of time he has maintained the very real strengths of the school and a considerable momentum of change. As a result, the school provides a very good education; pupils achieve very well and develop into mature, rounded individuals.
9. At the heart of the school's work there is a very clear set of values from which teaching and learning and the welfare of pupils springs. It is very evident that the governing body and the teaching staff have these values uppermost in their minds when developing policy and when dealing directly with young people and their families. The head teacher maintains the focus of the school on these values through his strategic planning, his dealings with staff and pupils and his presence in the everyday running of the school.
10. This is a small school with excellently behaved pupils and strong parental support but it is not complacent. There is a purposeful air about the way that senior staff, teachers and pupils approach each day in teaching and learning and supporting the school as a community. Lessons are very businesslike, teachers are well prepared, pupils move quickly to lessons and are immediately ready to get down to work. Everything is done with the best interests of pupils in mind. Parents are particularly pleased with these high expectations.

11. The head teacher has a firm commitment to valuing all members of the school community, to keeping everyone well informed and ensuring that they are clear about their roles and responsibilities. Senior staff, middle managers and individual teachers well understand the schools expectations and respond positively to change. There is very good teamwork and staff pull together to meet common goals. The school realises the benefits of its size and even whole-staff meetings allow all to participate and contribute. The positive tenor and openness of these meetings and other forums in the school is in no small measure due to the head teacher's leadership.
12. The head teacher and governing body have developed a very good partnership that clearly recognises their respective roles. Governors have a good understanding of the strengths and weaknesses of the school due to the open and regular flows of information provided and are encouraged to take an active part in decision-making and monitoring progress. The school improvement committee has developed a number of good strategies to review what goes on in the school.
13. Parents are strongly supportive of the school and very pleased with its achievements. They are particularly pleased with the leadership and management and feel comfortable about approaching the school with questions or problems.
14. The school has clearly benefited from the direction provided by the head teacher. Recent priorities for improvement have impacted well on the quality of the learning environment and access to ICT facilities. The school is looking to build on its strengths and is making good headway in preparing its bid for Engineering specialist school status. Reviews of the work of the school are undertaken with a critical eye and the school improvement plan has very appropriate priorities that are confirmed by this inspection.

The aims and values promoted by the school are fully realised in pupils' attitudes, behaviour and relationships

15. There is a very strong consensus amongst senior managers, governors and staff that the school is about developing all the individual qualities that pupils have and establishing a caring community in which each can flourish. This very strong sense of purpose is clearly realised in pupils' behaviour, in their attitudes towards work and the high quality of relationships between one another and with adults. This ethos of support and self-discipline contributes very positively to the high academic standards achieved and is very much appreciated by parents.
16. The behaviour of pupils is excellent. The inspection team witnessed very little misbehaviour in any of the lessons visited or in other areas of the school. The high expectations of the school permeate all facets of its everyday life and work. Pupils invariably conduct themselves in a very orderly way as they move to lessons, use the outside areas or wait in the lunch queue. They observe school routines very well indeed. It was very rare for any pupil to be spoken to, to be reminded to pay attention or stop what they were doing. Due to this very high level of self-discipline, pupils need little direct supervision and clearly repay the trust that staff have grown to place in them. Pupils reported that although there are disputes, occasional cases of bullying and some classroom disruption that these were few and quickly resolved by teachers whom they felt they could readily approach to put things right. This is evidently the case as the school rarely finds it necessary to exclude pupils for behaviour, even for fixed periods, and recently has not had to permanently exclude any pupil.

17. Attitudes towards work and school are very good. Pupils get ready for their lessons as soon as they enter the classroom, get down to work straightaway with little need for any reminding and persevere with tasks through to the end of the period. In practical subjects, such as DT and physical education (PE), they act responsibly, observing health and safety routines and go about their tasks with care for themselves and others. They listen attentively on the whole in all lessons and willingly respond to teacher questions. Most pupils take a great deal of care with the presentation of their work. Pupils of all levels of attainment look after exercise books and files to a higher standard than usually is the case. They respect their environment so that corridor and classroom displays are almost all in good order and there is very little litter anywhere to be seen. Pupils feel that their views matter so, for example, they value the role of the school council in influencing school decisions and policies on such things as the rewards system, uniform and school visits. They look upon St. Patrick's as a small, friendly school in which all teachers know their names. Parents confirm these positive views. They report that their sons and daughters like school and this is clearly so as the school enjoys a well above average attendance with very little unauthorised absence.
18. Relationships are very good. Mutual respect between pupils and teachers underpins the learning that takes place. Pupils work together in small groups in lessons very well when this is required, sharing views and opinions openly and helpfully. The school prides itself on being a caring community and this is carried through into opportunities to explore and develop relationships. Pupils are expected to treat others with kindness and fairness and this is more often than not the case in classrooms and the playground. Prefects in Year 11 act sensibly and deal with other pupils in a genuinely friendly manner. There are opportunities for older pupils to act as peer mentors, to help with reading in younger classes and as 'buddies' in the playground. A wide range of extra-curricular activities promotes personal development and teamwork, particularly sporting and outdoor activities of different kinds. These are very well supported and valued by pupils. Community and charitable work figures prominently in the school's provision so that pupils learn the importance of helping others in direct and practical ways. Pupils regularly help in the community under the auspices of St. Vincent de Paul groups; they participate actively in charitable fund-raising and events; a number voluntarily assist with the running of a well-established weekend 'mixed-ability' club for young adults with disabilities.
19. The school has a very strong commitment of care to its pupils and to their personal well being and development. Pupil welfare is the first item of the agenda at the start of all main staff meetings and is accepted by all teachers as an essential feature of their work. As a result, pupils are known well as individuals so that their personal development can be monitored, supported and recognised in various ways. The school turns the opportunity of its small size to very real advantage to maintain a very high level of communication between all staff which ensures that as individual problems and issues emerge they can be effectively dealt with.

WHAT COULD BE IMPROVED

Results in French at GCSE so that pupils do as well in this subject as they do in others

20. Attainment in French is not as good as it is in other subjects. Over time it has been one of the weakest subjects at GCSE at St. Patrick's among those that enter large numbers of candidates. In the last two years, the percentage of pupils reaching grades A*-C has been considerably below the national average though by less in 2002 than was the case in 2001. Pupils do considerably less well than they do in other subjects. In 2001, on average they attained three-quarters of a grade less and in 2002 half a grade less than the other GCSE subjects for which they were entered. Although, there has been some improvement in this period this needs to be strongly maintained in order that pupils' attainment is as secure in a modern foreign language (MFL) as in other subjects.
21. The school is well aware of the need to raise standards in French and has made changes to the staffing of the department, appointing a new subject leader and more recently two specialists who will be joining the department in January 2003. A detailed and appropriate development plan for raising standards has been written and is being implemented vigorously by the new subject leader. Teaching seen in the Year 11 GCSE class was purposeful and good and well aligned to the needs of the examination. Pupils are currently being well prepared and are positive towards their lessons. Individual targets for attaining GCSE grades have been set and are known to each pupil. The department is focusing appropriately on those who are close to attaining a grade C and need extra support. These changes generate confidence that the underachievement in French is being resolved though the school will need to continue to monitor progress closely.

The range of teaching methods to more fully develop pupils' skills for independent learning

22. The school has appropriately identified through its monitoring and review of teaching and learning that it needs to extend the range of methods used to engage and challenge pupils so that they become more independent learners. The inspection team agrees with this priority but feels that the changes expected should be managed through a more detailed whole-school action plan so that teachers are clearer about these requirements and implement them more consistently. The school has made a sound start but needs to bring a number of strands together in a more coherent plan in order to more strongly benefit from recent developments in teaching and learning and the Key Stage 3 National Strategy.
23. Teaching is good overall in the school with nearly two-thirds being good or better. This backbone of good, secure teaching coupled with the very good ethos in the school brings about the very good achievement in GCSE and national tests. However, the remaining satisfactory teaching has a number of weaknesses as well as sound features. Very little of the teaching seen was outstanding.

24. All teaching in the school at both key stages is securely based on good relationships, good discipline, careful planning and a business like approach. Good teaching is more enthusiastic, typically has a more demanding pace, engages pupils' interest more fully and provides more opportunities for them to be actively involved through discussion. In some lessons in English and mathematics, learning was particularly good where teachers were using methods drawn from the national Key Stage 3 strategy. This involved sharing with pupils precise expectations for their learning during the lesson (not just a description of the tasks to be done), and a well defined lesson structure that included a final, short, 'plenary session' in which pupils learning was checked and further developed. These teachers used questioning techniques that ensured a higher degree of pupil involvement in thinking about answers and used this information more systematically to provide feedback about progress.
25. Within this overall positive picture of teaching, there are some weaknesses in lessons that are otherwise satisfactory that prevent learning from being as good as it could be. Some of these lessons are rather mundane, depending too much at times on textbook activities and not providing much variety and interest for the range of pupils' learning needs. Beyond a few questions directed to individuals or the whole class, there are often limited opportunities for pupils to talk about their work, share ideas and develop a deeper understanding. Although invariably pupils try hard and finish work they do not always think about it as deeply as they should to ensure good understanding. They listen quietly but passively and so become too dependent on the teacher to direct and support their learning. Lessons are brought to an end without a review of learning so that in these instances teachers cannot be certain about the extent to which ideas and information have been grasped.
26. A number of other aspects of teaching do not promote independent learning as much as the school wishes. Where teaching methods were being used from the national literacy and numeracy strategies, learning was more effective. However, the teaching of a full range of skills of literacy and numeracy has not spread consistently beyond the English and mathematics departments and tends to emphasise learning subject vocabulary. Teachers are sensitive to the requirements of pupils with SEN and those pupils who are well above average as they know individuals well but they do not always make appropriate planned provision for them or use classroom assistants as well as they could. Teachers follow their departmental marking policies and pupils work was checked and assessed conscientiously in samples of work seen. However, teachers do not regularly make use of comments in their marking, pointing out how future work could be improved. Hence, the use of different forms of assessment to promote learning is underdeveloped. As a result, taking account of these various elements for improvement, although learning is good overall, it is not consistently so in all lessons and so restricts pupils' skills to learn independently

Implementing the school's plans to establish a computer system to manage information about pupils' attainment and progress

27. The school has been planning to introduce an electronic management information system. It has carefully researched different options and has identified a system that it believes will fulfil its needs. It had intended to install the hardware and software in readiness for the 2002-3 academic year but technical difficulties have led to delays. Inspectors agree that such a system would bring considerable benefits and that the school should seek to install it and provide staff training within the current proposed time-scale so that it can be in use for the start of the 2003-4 academic year at the latest.

28. The lack of the system means that the assessment information held on pupils such as external and internal test results cannot be easily accessed. As a result, some individual departments have found it necessary to create spreadsheets and databases upon which to keep information in a form particular to their own needs. Whilst this initiative on their part is commendable they do not hold a full set of information to be able to set targets that take account of the rounded picture of an individual's performance. Other departments use paper records of performance in their own subject and have to update these by hand. There is therefore no uniform approach to holding data in the school and consequently different methods of using it. Hence, the current arrangements limit school and departmental use of the data for monitoring progress and analysing performance and potentially restrict the accuracy and the capacity for the school to set aspirational targets.
29. The senior mentor, as part of the important process of target setting for Year 11, has to collect and compile information on a hundred pupils with paper and pencil before she is able to begin to use the data to get a balanced view of attainment in all subjects. This is clearly time consuming and inefficient, does not allow the school to efficiently monitor and get an up-to-date view of progress or provide reports to parents readily using the one set of information.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In order to continue to build on the school's achievements to date and further improve standards of attainment and the quality of learning, the governors and senior managers should:
- raise results in French at GCSE so that they are more closely in line with the results in other subjects; (Paragraphs 2, 20, 21)
 - effectively manage the desired changes to teaching so that all pupils acquire the skills to become independent learners; (Paragraphs 22, 23, 24, 25, 26)
 - ensure that the school's plans to install a computer management information system are implemented without further delay so that target setting and progress monitoring is more efficient and effective. (Paragraphs 27, 28, 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	21	15	0	0	0
Percentage	0	8	54	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Y7 – Y11
Number of pupils on the school's roll	569
Number of full-time pupils known to be eligible for free school meals	101

Special educational needs	Y7 – Y11
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	127

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.0
National comparative data	8.1

School data	0.3
National comparative data	1.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 3 (Year 9)

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	Year	Boys	Girls	Total
	2002	64	49	113

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	48	46	48
	Girls	44	36	37
	Total	92	82	85
Percentage of pupils at NC level 5 or above	School	81 (78)	73 (74)	75 (69)
	National	66 (64)	67 (66)	66 (66)
Percentage of pupils at NC level 6 or above	School	41 (48)	45 (47)	33 (36)
	National	32 (31)	45 (43)	33 (34)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 5 and above	Boys	31	54	54
	Girls	37	38	40
	Total	68	92	94
Percentage of pupils at NC level 5 or above	School	62 (85)	81 (82)	82 (65)
	National	67 (65)	70 (68)	67 (64)
Percentage of pupils at NC level 6 or above	School	28 (40)	38 (53)	48 (35)
	National	32 (31)	44 (42)	34 (33)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 4 (Year 11)

Number of registered pupils in final year of Key Stage 4 for the latest reporting year	Year	Boys	Girls	Total
	2002	51	49	100

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	28	49	49
	Girls	29	48	49
	Total	57	97	98
Percentage of pupils achieving the standard specified	School	57 (61)	95 (100)	98 (100)
	National	51 (48)	89 (91)	95 (96)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	43.2
	National	39.9 (39.0)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	0
	National	N/a

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	0
Any other minority ethnic group	12

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	2	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y7 – Y11

Total number of qualified teachers (FTE)	31
Number of pupils per qualified teacher	16.5:1

Education support staff: Y7 – Y11

Total number of education support staff	12
Total aggregate hours worked per week	252.30

Deployment of teachers: Y7 – Y11

Percentage of time teachers spend in contact with classes	71.4
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Average teaching group size: Y7 – Y11

Key Stage 3	25.5
Key Stage 4	20.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	1,640,101.00
Total expenditure	1,592,592.00
Expenditure per pupil	2,854.00
Balance brought forward from previous year	54,417.00
Balance carried forward to next year	101,926.00

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	510
Number of questionnaires returned	454

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42.6	47.7	5.7	3.5	0.4
My child is making good progress in school.	46.9	47.6	2.6	0.2	2.6
Behaviour in the school is good.	46.6	46.1	4	0.4	2.9
My child gets the right amount of work to do at home.	33.3	51.9	9.5	3.1	2.2
The teaching is good.	51.1	43.1	2.4	0.9	2.4
I am kept well informed about how my child is getting on.	33.5	45.9	13.1	3.3	4.2
I would feel comfortable about approaching the school with questions or a problem.	60	32	4.4	3.1	0.4
The school expects my child to work hard and achieve his or her best.	69.5	28.9	0.7	0	0.9
The school works closely with parents.	43.4	43.1	8.2	2.7	2.7
The school is well led and managed.	59.7	35	1.8	1.1	2.4
The school is helping my child become mature and responsible.	53.9	41.5	2.9	0.4	1.3
The school provides an interesting range of activities outside lessons.	40.5	45.8	8	1.5	4.2